

DOCUMENT RESUME

ED 414 452

CE 075 371

AUTHOR Rogers, George E.
TITLE A New Source for Industrial Technology Education Teachers.
PUB DATE 1997-12-13
NOTE 27p.; Paper presented at the Annual Meeting of the American Vocational Association (Las Vegas, NV, December 13, 1997).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Articulation (Education); Associate Degrees; College Transfer Students; Community Colleges; Higher Education; *Industrial Education; *Intercollegiate Cooperation; *Preservice Teacher Education; Teacher Education Programs; *Teacher Shortage; Technology; Transfer Policy; Universities
IDENTIFIERS *University of Nebraska Lincoln

ABSTRACT

The Industrial Education (IE) Program in the Teachers College at the University of Nebraska-Lincoln (UNL) is reversing the national trend of a shortage of qualified industrial technology education (ITE) graduates. The program's growth, 386 percent in 3 years, has been accomplished by using an established technical training environment--Nebraska's community colleges. The IE Program has established articulation agreements with three of Nebraska's six community colleges whose students can transfer to UNL after completion of an associate degree in ITE. Issues in exploring a possible community college articulation agreement are as follows: a 2+2 academic transfer agreement congruent with the community college's mission; an easy fit of the transfer program into the community college's delivery system; support of the community college faculty and administration; and meeting the university's entrance requirements. UNL has used three approaches when designing the associate degree offering: using an existing associate degree; modifying an existing associate degree program; and developing a new program. The associate degree transfer agreements established by UNL with the community colleges entail a 50/50 mix of general studies and technical coursework, plus educational psychology. The technical hours should be selected to parallel those a university student would complete to allow the transfer student to enter as a junior. (Appendixes include the UNL program of study and articulation agreements.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

A New Source For Industrial Technology Education Teachers

—
An Articulation Blueprint
Presented At
The American Vocational Association Conference
December 13, 1997
Las Vegas, Nevada

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

- Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

—
GE Rogers

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

—
by
Dr. George E. Rogers

Assistant Professor and Program Head
Industrial Education
The University of Nebraska-Lincoln

Introduction

It is clear that the nation is currently having "the most critical shortage ever" of industrial technology education teachers (Todd, 1996, p. 14). Over the last two decades, industrial technology teacher education programs across the nation have indicated a significant reduction in the number of teachers they have been preparing (Volk, 1993). From 1975 to 1997 the number of industrial technology education graduates nationwide has gone from 6,371 to 640 (Bell, 1997; Volk, 1993).

Institutions that once produced a multitude of industrial arts teachers have shut their doors. Since 1980 over 37% of these colleges and universities have closed their industrial technology teacher education programs. Moreover, many of the current teacher preparation programs are on the brink of closing.

To add to this dramatic decline in the number of industrial technology education teachers being prepared, Weston (1997) noted that by the year 2001 the nation will need 13,089 new industrial technology education teachers. Where will these individuals come from? Who will prepare these educators? The nation's industrial technology teacher educators must address this critical shortage or bid farewell to the profession.

Background

One reason for this national trend is the expense of operating an industrial technology teacher education training facility (Rogers,

1996b). The funding required to maintain one modern industrial technology laboratory is more than some college of education budgets, and industrial technology education majors need skill preparation in numerous technical areas. Because of the technical diversity needed by the faculty, it is also difficult for universities to attract and maintain qualified industrial teacher educators.

The Industrial Education Program in the Teachers College at the University of Nebraska-Lincoln (UNL) is reversing this national trend. The program's growth, 386% in three years, has not been accomplished by expanding University industrial technology laboratories nor by hiring additional teacher educators. UNL's Industrial Education Program is utilizing an established technical training environment available across the state, Nebraska's community colleges.

The Industrial Education Program at UNL has established articulation agreements with three of Nebraska's six community colleges, Metropolitan Community College (Omaha and Elkhorn), Southeast Community College (Lincoln), and Central Community College (Grand Island and Hastings). Students from these three schools can transfer to UNL after completion of an associate degree in industrial technology education. Currently, 37% of UNL's 81 industrial technology education majors have some community college transfer credits in their programs.

With the shortage of qualified industrial technology education graduates reaching a critical level, industrial teacher educators need

to explore innovative methods of preparing these teachers. According to a survey of the 120 colleges and universities that prepare industrial technology education teachers, only two other universities use any type of link with the community college (Rogers, 1996b). However, neither of these institutions has a contractual transfer agreement with the community colleges they utilize.

By developing formal articulation agreements with the nation's community colleges, industrial teacher educators can prepare an adequate number of industrial technology education teachers, thus insuring the survival of this essential vocational program in the nation's secondary schools.

Implementation

Community colleges are generally very receptive when a four-year university approaches the institution to establish an articulation agreement. Most community colleges are surprised that "university" personnel are approaching the community college because of their "expertise."

In exploring a possible community college articulation agreement, numerous items must be examined. First, the 2+2 academic transfer agreement must be congruent with the community college's mission. Some community colleges have missions that are strictly technical or occupational preparation, an articulation with a university would not be appropriate. Second, does the transfer program easily fit into to community college's delivery system. Some

community college degree programs are very specific and would not allow for the flexibility required for this type of transfer. The articulation agreement must also have the support of the community college faculty involved and the school's administration.

From the university's perspective, the agreement must allow the student to meet the university's entrance requirements. The community college courses must also be equivalent to university course offerings, both in quality and in credit awarded.

The UNL undergraduate Industrial Technology Education program of study (see Appendix A) is based on national research of curriculum content (Rogers, 1996a). The program consists of 46 credit hours of general education coursework, 45 credit hours of industrial technology courses, and 41 credit hours of pedagogy. This program of study serves as the foundation for the articulation agreement.

Articulation Models

The University of Nebraska-Lincoln has utilized three approaches when designing the associate degree offering. An existing associate degree can be used, such as the transfer established with Central Community College and its Associate of Art in Education degree (see Appendix B). Typically, community colleges have associate degrees in education or general college transfer already in place. Adapting these established programs of study into

an industrial technology education program proves much easier and involves less administrative procedures.

Another method is to modify an existing associate degree program. The University of Nebraska-Lincoln and Southeast Community College used this approach. The degree's general education courses were already noted in the community college's academic transfer degree. Industrial technology courses, which could be individually taken, were added for technical content (see Appendix C).

A new community college degree program is another method of establishing the 2+2 transfer agreement. This approach was used in the agreement between Metropolitan Community College and UNL (see Appendix D). This type of degree program is built from the ground up by both institutions and must pass any type of state governing board. However, this type of agreement is the most visible because it appears in the community college catalog as a free-standing degree option.

Degree Content

The associate degree transfer agreements established by UNL with Central, Southeast, and Metropolitan Community Colleges entail approximately 30 credit hours of general studies, 30 credit hours of technical coursework, and three credit hours of basic educational psychology. This 50/50 mix, plus educational psychology, has proved to be agreeable to both the university and the community

colleges. Additionally, the students have experienced success on the university campus. The technical hours should be selected to parallel the technical hours a university student would complete and also allow the community college transfer student to move into university coursework at the junior level. The general studies coursework should be checked to insure their transferability to the university's general studies curriculum.

Conclusion

If industrial technology teacher educators do not take the leadership in securing innovative means of preparing industrial technology education teachers, the field faces possible extinction. Without this vocational program providing secondary students with skills to articulate with post-secondary technical education, the underlying philosophy of skill-enhanced Tech Prep will be lost.

References

Bell, T. B. (1997). Industrial Teacher Education Directory, CTTE and NAITTE, Department of Industry and Technology, Millersville University of Pennsylvania, Millersville, PA.

Rogers, G.E. (1996a). The technical content of industrial/technology teacher education. Journal of Technology Education, 8(1), 40-49.

Rogers, G.E. (1996b). The untapped resource. Vocational Education Journal. 71(1), 43.

Todd, R. (1996). Teacher shortage and recruitment: A problem and an opportunity. TIES Magazine, November/December, 14-16.

Volk, K. S. (1993). Enrollment trends in industrial arts/technology teacher education from 1970-1990. Journal of Technology Education, 4(2), 46-59.

Weston, S. (1997). Teacher shortage: Supply and demand, The Technology Teacher, 57(1) 6-9.

Appendix A

University of Nebraska-Lincoln
Industrial Technology Education
Program of Study

Dates completed: Technology Requirement _____ PPST _____ TEP _____ In TEP _____

INDUSTRIAL TECHNOLOGY EDUCATION 7-12**I. GENERAL EDUCATION (45-67 hrs)**

UNL Essential Studies (ES) requirements will be fulfilled by completing Teachers College General Education requirements. Limit of 6 hrs. from one dept. in Areas B-J. One course each in U.S. History, philosophy (not logic), and literature are required.

- A. Communications: Written (6 hrs)
(ES) _____ (3 hrs) _____
_____ (3 hrs) _____
- B. Mathematics & Statistics (5-6 hrs)
(ES) _____ (3-5 hrs) _____
_____ (0-3 hrs) _____
- C. Human Behavior, Culture, & Social Organizations (9 hrs)
(ES) _____ (3 hrs) _____
(ES) _____ (3 hrs) _____
** _____ (3 hrs) _____
- D. Science & Technology (9-12 hrs) (lab required)
(ES) _____ (3-4 hrs) _____
VAED 201 _____ (3 hrs) _____
VAED 246 _____ (3hrs) _____
- E. Historical Studies (3 hrs)
(ES) _____ (3 hrs) _____
- F. Humanities (9 hrs)
(ES) _____ (3 hrs) _____
_____ (3 hrs) _____
** _____ (3 hrs) _____
- G. Arts (3 hrs)
(ES) _____ (3 hrs) _____
- H. Ethnicity & Gender (3 hrs)
(**may also count toward non-ES in Area C,F, or I)
(ES) _____ (3 hrs) _____
- I. Speech (3 hrs)
**COMM _____ (3 hrs) _____
- J. Physical & Mental Health (3 hrs)
HLTH 100 _____ (3 hrs) _____
- K. Foreign Language (0-10 hrs)
_____ (0-10 hrs) _____

UNL Integrative Studies (IS) courses may be used to fulfill requirements in all other categories. Limit 9 hrs. from one dept. Based on this evaluation, you have _____ transfer hours accepted toward your degree. You must complete _____ Integrative Studies courses at UN-L.

- | | |
|----------|---------------------------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. VAED246__ (200-Level) |
| 4. _____ | 9. CURR330__ (300-Level) |
| 5. _____ | 10. VAED434__ (400-Level) |

II. PRE-PROFESSIONAL EDUCATION (14 hrs)

- EDUC 131 or CURR 331 Found of Ed _____ (3 hrs) _____
- EDPS 251 Adol Dev for Ed _____ (3 hrs) _____
- EDPS 297 Practicum _____ (1 hr) _____
- Must be taken concurrently
- VAED 210 Intro to Industrial Technology_(F) (1 hr) _____
- CURR 330 Multicultural Ed _____ (3 hrs) _____
- EDPS 362 Learning in Classrm _____ (3 hrs) _____
- Prerequisite: EDPS 251

III. ENDORSEMENT (45 hrs)CONSTRUCTION

- VAED 104 Wood Technology _____(F) (3 hrs) _____
- VAED 242 Const Technology _____(Presession) (3 hrs) _____
- VAED 243 Prod Proc of Wood Ind _____(S) (3 hrs) _____

DRAFTING

- VAED 101 Mech Drafting _____(F) (3 hrs) _____
- VAED 102 Arch Drafting _____(S) (3 hrs) _____
- VAED 103 CAD Drafting _____(S) (3 hrs) _____

MANUFACTURING

- VAED 109 Ind Metals and Plastics _____(S) (3 hrs) _____
- VAED 202 Welding Technology _____(F) (3 hrs) _____
- VAED 204 Machine Tool Technology _____(F & S) (3 hrs) _____
- Prerequisite: VAED 109

- VAED 246 Modern Industries _____(F & S) (3 hrs) _____

POWER-ENERGY-TRANSPORTATION

- VAED 201 Electricity/Electronics _____(F) (3 hrs) _____
- VAED 203 Automotive Technology _____(F) (3 hrs) _____

ELECTIVES

- VAED Electives by advisement _____ (3 hrs) _____
- VAED Electives by advisement _____ (3 hrs) _____
- VAED Electives by advisement _____ (3 hrs) _____

Acceptance into the Industrial Technology Teacher Education Program is required before enrollment in the Professional Education courses.

IV. PROFESSIONAL EDUCATION (25-27 hrs)

- Teaching Methods
- VAED 424 Dev of Voc Educ _____(F) (3 hrs) _____
- VAED 318 Compre Voc Curr Devel _____(S) (3 hrs) _____
- (Pre-requisite for VAED 321E)
- VAED 434 *Spec Voc Needs _____(F) (3 hrs) _____
- (*MEETS MAINSTREAM REQUIREMENT)
- VAED 440 Lab Planning & Mgmt _____(F) (3 hrs) _____
- VAED 321E Mthds of Tching Ind Educ _____(F) (3 hrs) _____
- VAED 297 Practicum _____(F) (1 hrs) _____
- Student Teaching
- VAED 497M Stu Teach in Ind Ed _____ (8-10 hrs) P/N
- VAED 497Y Mainstream Experience _____ (1 hr) P/N
- VAED 497Z Multicultural Experience _____ (1 hr) P/N

Vocational approval (occupational experience) is required.
See advisor.

or Signature: _____

Date: _____

Rev 5/96

Appendix B

Central Community College Articulation Agreement

LETTER OF AGREEMENT
FOR THE
TRANSFER OF ACADEMIC CREDIT
FROM
CENTRAL COMMUNITY COLLEGE
TO THE
UNIVERSITY OF NEBRASKA-LINCOLN

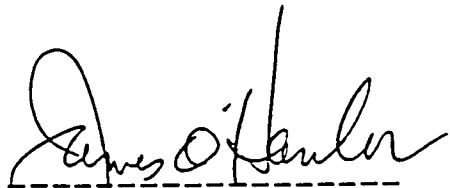
Central Community College and the Teachers College of the University of Nebraska-Lincoln believe that cooperative programs benefit both students and the respective institution. Therefore, the Teachers College of the University of Nebraska-Lincoln agrees that if a student satisfactory completes an Associate of Art in Education Degree from Central Community College, as outlined in the attached planning guide, he/she will be admitted to the University of Nebraska-Lincoln to pursue a Bachelor of Science Degree in Education with a Major in Industrial Technology Education.

Upon completion of the Associate of Art in Education Degree from Central Community College, the student will have met Teachers College requirements for:

- 30 semester hours in general education courses
- 30 semester hours in industrial technology education courses
- 4 semester hours in professional education courses

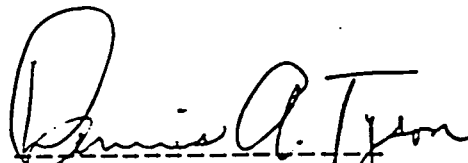
Students must complete all post-associate coursework at the University of Nebraska-Lincoln in accordance with the academic Standards of Progress defined in the University of Nebraska-Lincoln catalog. Specific courses may have prerequisites. Students are advised to meet with an advisor at the University of Nebraska-Lincoln to complete an individual program assessment.

If it is deemed necessary, after an evaluation of this transfer agreement, either institution may withdraw from this cooperative venture without penalty by notifying the other institution in writing. The date of withdrawal becomes effective after all currently enrolled students have completed their program of study.



James O'Hanlon, Ed.D
Dean of Teachers College
University of Nebraska-Lincoln

Date: Nov. 16, 1994



Dennis A. Tyson, Ph.D.
College Vice President
for Educational Services
Central Community College

Date: December 4, 1994

**CENTRAL COMMUNITY COLLEGE
ASSOCIATE OF ART IN EDUCATION
(Industrial Technology Education)**

Required & Elective Courses: 34 Hours

Education Courses (4 hours)

CCC

Edu 111: Introduction to Education
Edu 150: Pre-Student Teaching

UNL

Educ 131: Found. of Education 3
Ed Psy 297: Practicum Exp. 1

Industrial Technology Courses (Select 30 hours from the following)

CCC

AuT 125: Introduction to Automotive
AuT 130: Basic Engine
CsT 130: Carpentry Tools & Machines
CsT 136: Building Layout
Drf 141: Basic Drafting I
Drf 160: Basic Architectural Drafting
Drf 256: Basic CAD Operations
Elc 124: Electrical Theory
Elc 126: Concepts of Electronics

UNL

VAE 203: Automotive 4
VAE 203: Small Engines 2
VAE 104: Basic Woodworking 3
VAE 242: Construction 2
VAE 101: Mechanical Drafting 4
VAE 101: Architectural Drafting 4
VAE 101: CAD 2
VAE 201: Electronics I 3
VAE 201: Electronics II 3

OR *

Eln 137: Concepts of Electronics I
Eln 138: Concepts of Electronics II
Mfg 150: Maintenance, Tools & Mach.
Mfg 205: Introduction to CIM
Mfg 211: Manufacturing Processes
Wld 130: Oxyacetylene Welding
Wld 140: Shield Metal Arc Welding

VAE 201: Electronics I 3
VAE 201: Electronics II 3
VAE 204: Machine Shop 4
VAE 246: Modern Industries 3
VAE 109: Metals & Plastics 3
VAE 202: OA Welding 3
VAE 202: ARC Welding 3

OR *

Mfg 140: Oxy-Acetylene Welding
Mfg 142: Gas Metal Arc Welding

VAE 202: OA Welding 3
VAE 202: ARC Welding 3

* Students can select either set of electronics courses or welding courses, however students should not choose one course from each set.

General Education Courses: 30 Hours

CCC

UNL

I. Communications (6 hours)

Com 121: Written Com. I	Eng 150: Composition I	3
Com 122: Written Com. II	Eng 151: Composition II	3

II. Humanities, Social & behavioral Sciences (12 hours)

B. Literature

Fpa 237: Contemporary Literature	Literature	3
----------------------------------	------------	---

C. History

Soc 231: US History I	His 201: Am. History, pre 1877	3
Soc 232: US History II	His 202: Am. History, post 1877	3

F. Psychology

Psy 121: Gen. Psychology	Psych 181: Gen. Psychology	3
--------------------------	----------------------------	---

III. Mathematics & Science (12 hours)

Mth 137: College Algebra	Math 101: College Algebra	3
Bio 141: Gen. Biology	Bio S/L 101: Gen. Biology	4
Phy 161: El. of Physics I	Phys 141: El. Gen. Physics	5

TOTAL HOURS REQUIRED = 64

Appendix C

Southeast Community College Articulation Agreement

LETTER OF AGREEMENT
FOR THE
TRANSFER OF CREDIT
FROM
SOUTHEAST COMMUNITY COLLEGE
TO THE
UNIVERSITY OF NEBRASKA-LINCOLN

Southeast Community College and the Teachers College of the University of Nebraska-Lincoln believe that cooperative programs benefit both students and the respective institution. Therefore, the Teachers College of the University of Nebraska-Lincoln will recognize the credits that have been earned in the Associate of Arts (academic transfer) degree from Southeast Community College in the manner described once the student is admitted to the University of Nebraska-Lincoln. These transfer credits will apply toward a Bachelor of Science in Education degree with a major in Industrial Technology Education.

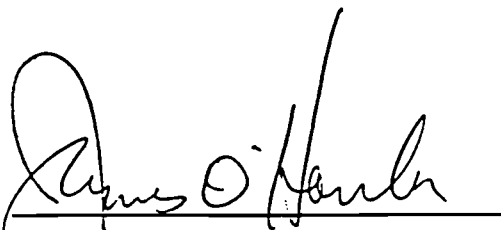
Upon completion of the Associate of Arts degree from Southeast Community College, the student will have met Teachers College requirements for:

45-46 semester hours in General Education

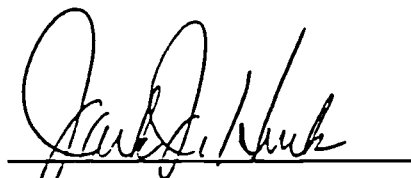
19-20 semester hours in Industrial Technology Education

Students must complete all post-associate coursework at the University of Nebraska-Lincoln in accordance with the "Academic Standards of Progress" defined in the University of Nebraska-Lincoln Catalog. Students are advised to meet with an advisor at the University of Nebraska-Lincoln to complete an individual program assessment.

If it is deemed necessary, after an evaluation of this transfer agreement, either institution may withdraw from this cooperative venture without penalty by notifying the other institution in writing. The date of withdrawal becomes effective after all currently enrolled students have completed their program of study.


James O'Hanlon, Ed.D.
Dean, Teachers College
University of Nebraska-Lincoln

Date: 1-21-97


Jack Huck, Ph.D.
Chancellor
Southeast Community College

Date: 2/17/97

**UNL Industrial Technology Education
Planning Guide For
Southeast Community College
Associate of Arts Degree**

SCC		UNL	
A. ENGLISH			
ENG 108 Composition I	4.5	ENG 150 Composition I	3
ENG 109 Composition II	4.5	ENG 151 Composition II	3
B. SPEECH			
SPH 209 Public Speaking	4.5	COMM 209 Pubic Spkg	3
C. MATH			
MAT 101 College Algebra	4.5	MATH 101 Col Algebra	3
or			
MAT 203 Contemporary Math	4.5	MATH	3
D. NATURAL SCIENCE			
CHE 109 Gen Chemistry I	6.0	CHEM 109 Gen Chem	3
or			
CHE 105 Chem & Citizen	6.0	Chemistry	4
E. HUMANITIES			
ENG 205 Modern Fiction	4.5	ENG 205 Modern Fiction	3
PHI 101 Intro Philosophy	4.5	PHIL 101 Intro Phil	3
SPN 101 Spanish I	7.5	SPAN 101 Spanish	3
SPN 102 Spanish II	7.5	SPAN 102 Spanish	3
F. SOCIAL SCIENCE			
HIS 201/2 Am History I or II	4.5	HIS 201/2 Am History	3
PLS 120 Am Government	4.5	POLS 100 Am Gov't	3
PSY 170 Intro Psychology	4.5	PSYC 181 Intro Psych	3
SOC 153 Intro Sociology	4.5	SOC 101 Intro Sociology	3
G. COMPUTER ELECTIVE			
MIC 101 MicroC Concepts	2.0		
MIC 118 Power Point	2.0		

H. INDUSTRIAL TECHNOLOGY EDUCATION

HMS 359 Dev Thru Life Span	4.5	EDPS 251 Ed Psych	3
DRT 112 Blueprint Rdg	3.0	VAED 101 Mech. Drafting	2
DRT 175 AutoCAD Basic	5.0	VAED 103 CAD Drafting	3

Plus two (2) of the three (3) following areas:

Machine Tool

MTT 112 Manf Process	3.0	VAED 204 Mach TI Tech	3
MTT 114 Engine Lathe I	3.0	VAED Elective	3
MTT 116 Milling Mach I	3.0		

Small Engine

MSE 110 Orientation	1.0	VAED 203 Auto Tech	3
MSE 111 Shop Technology	2.5	VAED Elective	2
MSE 112 Small Engines	5.0		

Welding

WEL 100 Orientation	0.5	VAED 202 Welding Tech	3
WEL 110 SMA Welding Equip	2.0	VAED Elective	3
WEL 115 Equip & Tools	1.5		
WEL 117 Equip OA	2.0		
WEL 142 Brazing & Soldering	1.0		
WEL 272 Sp Welding App	2.0		

Appendix D

Metropolitan Community College Articulation Agreement

METROPOLITAN COMMUNITY COLLEGE
AND
UNIVERSITY OF NEBRASKA-LINCOLN
COOPERATIVE PROGRAM
IN

Bachelor of Science in Education with
a Major in Industrial Education

Metropolitan Community College and the University of Nebraska-Lincoln believe that cooperative programs benefit the students in the metropolitan area and for this reason have entered into the following Cooperative Industrial Technology Education Program providing for articulation between the Associate in Applied Science Degree in Industrial Technology Education and the Bachelor of Science in Education with a Major in Industrial Education, jointly developed and entered into this date November 12, 1991. This program is designed to allow transfer of credits both for general education and for significant aspects of this major.

The cooperative Industrial Technology Education Program listed on the attached appendices will be reviewed on an ongoing basis from the date it is signed by the official representative of each institution. The agreement will be evaluated by both institutions for determination of continuation with any changes which may be deemed necessary by both institutions.

The University of Nebraska-Lincoln agrees that if a student satisfactorily completes an Associate in Applied Science Degree in Industrial Technology Education and meets the current admission requirements of the University of Nebraska-Lincoln, he/she will be admitted to the University of Nebraska-Lincoln to pursue a Bachelor of Science Degree in Education with a Major in Industrial Education.

This program is intended primarily to prepare individuals for industrial arts teaching in the junior high and in the non-vocational industrial arts areas of the senior high and is designed to service the Omaha metropolitan area.

The University of Nebraska-Lincoln supports the attached sequence of courses and will award a student the Bachelor of Science in Education with a Major in Industrial Education when the degree requirements have been met.

Upon completion of a Metropolitan Community College Associate in Applied Science Degree in Industrial Technology Education, students will have met the requirements for:

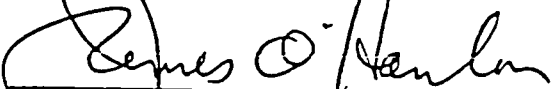
28 semester credit hours at Metropolitan Community College in the general education core.

37 semester credit hours in the Industrial Technology Education major.

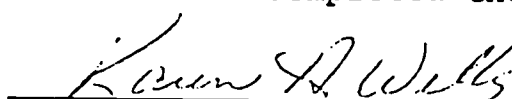
Students must complete all post-associate coursework at the University of Nebraska-Lincoln in accordance with the academic Standards of Progress defined in the University of Nebraska-Lincoln catalog. Specific courses may have prerequisites. Students are advised to meet with an advisor at the University of Nebraska-Lincoln to complete individual program assessment.

While the Cooperative Program does preclude Metropolitan Community College students who have not completed the Associate in Applied Science Degree in Industrial Technology Education from transferring to the University of Nebraska-Lincoln Bachelor of Science in Education with a Major in Industrial Education Degree Program, it does not preclude students who pursue studies or a degree in the same program area or other programs at Metropolitan Community College from being admitted to the University of Nebraska-Lincoln under the regular admission policies of the University of Nebraska-Lincoln, nor does this agreement preclude students who graduate from Metropolitan Community College in an associate of applied science area from pursuing other degrees at the University of Nebraska-Lincoln.

If it is deemed necessary, after an evaluation of this program, either institution may withdraw from the Cooperative Program without penalty by notifying the other institution in writing. The date of withdrawal becomes effective after all currently enrolled students have completed the program.



Dean of Teacher's College
or Designee for the
University of Nebraska-Lincoln



Vice President for
Educational Services
Metropolitan Community College

Date: 11-7-91

Date: 11/12/91

Industrial Technology Education (ITEAA)
ASSOCIATE IN APPLIED SCIENCE DEGREE
 Elkhorn Valley Campus - Fort Omaha Campus - South Omaha Campus

This program offers the student an opportunity to obtain an associate in applied science degree that is transferable as the first two years of the baccalaureate degree in Industrial Education from the University of Nebraska-Lincoln. It provides a portion of the basic general education and vocational courses required of all Industrial Education students at the University of Nebraska-Lincoln.

PROGRAM REQUIREMENTS

	Quarter Hours
General Education Requirements	51.5
ART 100 Art History	4.5
BIO 101 Intro to Biology	6.0
ENG 101 English Comp I	4.5
ENG 102 English Comp II	4.5
HIS 101 US History I	4.5
MAT 132 College Algebra	5.0
PSY 101 Gen Psychology	4.5
PSY 121 Hum Growth & Dev.	4.5
PSY 123 Cog Development	4.5
SOC 101 Intro to Sociology	4.5
SPE 110 Public Speaking	4.5
Required Courses in Industrial Technology Education	47.5
ACT 109 Beg AutoCAD	4.5
ACT 119 Int AutoCAD	4.5
CST 101 Intro Construction	3.5
CST 109 Print Reading	3.0
CST 131 Basic Cab Const	4.5
ELT 101 DC Theory I	4.0
ELT 102 DC Theory II	4.0
ELT 205 Digital Techniques I	4.0
IDM 205 Sm Engine Repair	3.5
PMT 101 Intro Machine Tech	6.0
WEL 103 Ind Cutting Process	3.0
WEL 111 Arc Welding	3.0
Total Required Hours	99

Below is a suggested guide for the student planning to transfer this associate degree as the first two years of the baccalaureate degree in Industrial Education at the University of Nebraska-Lincoln.

<i>FIRST QUARTER</i>		FIRST YEAR		<i>THIRD QUARTER</i>	
		<i>SECOND QUARTER</i>			
ART 100	4.5	CST 109	3.0	CST 131	4.5
ENG 101	4.5	ENG 102	4.5	HIS 101	4.5
CST 101	3.5	IDM 205	3.5	ELT 101	4.0
MAT 132	5.0	PMT 101	6.0	PSY 101	4.5
	17.5		17.0		17.5
SECOND YEAR					
ACT 109	4.5	ACT 119	4.5	WEL 111	3.0
BIO 101	6.0	ELT 102	4.0	PSY 123	4.5
PSY 121	4.5	SOC 101	3.5	SPE 110	4.5
	15.0	WEL 103	3.0	ELT 205	4.0
			16.0		16.0

**UNL Industrial Technology Education
Planning Guide For
Metropolitan Community College
Associate of Applied Science Degree**

GENERAL EDUCATION REQUIREMENTS:

Metro		UNL	
ART 100 Art History	4.5	AHIS 101 Intro to Art His	3
BIO 101 Intro to Biology	6.0	BIOS 101 Gen Biology	4
ENG 101 English Comp I	4.5	ENG 150 Composition I	3
ENG 102 English Comp II	4.5	ENG 151 Composition II	3
HIS 101 US. History I	4.5	HIS 201 Am History	3
MAT 132 College Algebra	5.0	MATH 101 Col Algebra	3
PSY 101 Gen Psychology	4.5	PSYC 181 Into to Psych	3
PSY 121 Hum Growth & Dev	4.5	FACS 160 Human Dev	3
PSY 123 Cog Development	4.5	EDPS 261 Fnd Ed Psych	3
SOC 101 Intro to Sociology	4.5	SOC 101 Intro Sociology	3
SPE 110 Public Speaking	4.5	COMM 209 Pub Spkg	3
51.5 Qtr.Hrs.		34 Sem. Hrs.	

B. ENDORSEMENT REQUIREMENTS

Industrial Technology Education Courses

ACT 109 Beg AutoCAD	4.5	VAED 101 Drafting	3
ACT 119 Int AutoCAD	4.5	VAED 103 CAD Drafting	3
CST 101 Into Construction	3.5	VAED 104 Wood Tech	2
CST 109 Print Reading	3.0	VAED 102 Arch Drafting	2
CST 131 Basic Cab Const	4.5	VAED 243 Prod Wood	3
ELT 101 DC Theory I	4.0	VAED 201 Electricity/EI	2.6
ELT 102 DC Theory II	4.0	VAED 201 Electricity/EI	2.7
ELT 205 Digital Techniques I	4.0	VAED 201 Electricity/EI	2.7
IDM 205 Sm Engine Repair	3.0	VAED 203 Auto Tech	2
PMT 101 Intro Machine Tech	6.0	VAED 204 Machine Tech	4
WEL 103 Ind Cutting Process	3.0	VAED 202 Welding Tech	2
WEL 111 Arc Welding	3.0	VAED 202 Welding Tech	2
	47 Qtr.Hrs.		31 Sem.Hrs.

TOTAL TRANSFER SEMESTER HOURS = 65



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A New Source for Industrial Technology Education Teaching	
Author(s): George E. Rogers	
Corporate Source: University of Nebraska-Lincoln	Publication Date: December 13, 1997

II. REPRODUCTION RELEASE:

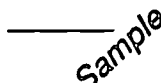
In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



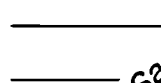
**Check here
For Level 1 Release:**
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY  TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
--

Level 2

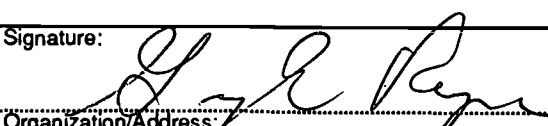


**Check here
For Level 2 Release:**
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

**Sign
here→
please**

Signature: 	Printed Name/Position/Title: George E. Rogers Assistant Professor	
Organization/Address: University of Nebraska Lincoln 517 E. Nebraska Hall Lincoln, NE 68588-0515	Telephone: (402) 472-5926	FAX: (402) 472-5907
	E-Mail Address: grogers@unlinfo.unl.edu	Date: 12/15/97

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

**Associate Director for Database Development
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090**

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: